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**ASSIGNMENT BOOKLET**  
SST2771 Social Studies 20-1  
Module 1 Assignment

FOR STUDENT USE ONLY	
Date Assignment Submitted: _____	(If label is missing or incorrect) Student File Number: _____
Time Spent on Assignment: _____	Module Number: _____

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Assigned Teacher: _____
Assignment Grading: _____
Graded by: _____
Date Assignment Received:

Student's Questions and Comments

Apply Module Label Here

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Teacher's Comments
_____
<b>Teacher</b>

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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# SOCIAL STUDIES 20-1

Learn  veryWare

# Nationalism



Module 1  
Nation, Nationalism, and Identity

Assignment Booklet

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 EDMONTON PUBLIC SCHOOLS

Calgary Board of Education

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Education



## FOR TEACHER'S USE ONLY

### Summary

### Teacher's Comments

	Total Possible Marks	Your Mark
Section 1 Inquiry	10	
Section 1: Lesson 1	15	
Section 1: Lesson 2	25	
Section 1: Lesson 3	25	
Section 1: Challenge	25	
Section 2: Inquiry	10	
Section 2: Lesson 1	20	
Section 2: Lesson 2	10	
Section 2: Lesson 3	10	
Section 2: Lesson 4	20	
Section 2: Lesson 5	15	
Section 2: Challenge	20	
Section 3 Inquiry	10	
Section 3: Lesson 1	10	
Section 3: Lesson 2	20	
Section 3: Challenge	15	
Module 1: Challenge	10	

Social Studies 20-1  
 Module 1: Nation, Nationalism, and Identity  
 Assignment Booklet  
 ISBN 978-0-7741-3125-4

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Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

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- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
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## **MODULE 1 ASSIGNMENT BOOKLET**

The assignments in this Assignment Booklet will be submitted for grading. Answer each question in the space provided.

### **MODULE 1: SECTION 1: INQUIRY**

#### **Reflections 1**

##### **10 marks**

Review your personal identity as a fan in your Fan Apparel activity. How important is nation (showing to others your connection to a group) to your personal identity?

Go to the Appendix in your Student Module Booklet to view the scoring criteria for the Reflections assignment.

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## MODULE 1: SECTION 1: LESSON 1

### Who I Am – My Identity and My Connections to Nation

#### 15 marks

How does personal identity express connections to nation? Your identity may or may not express what your nation is. Who you are may be shaped by your nation and your connections to that nation. You may be able to quickly identify those connections to your identity, or you may need to explore deeper to find the influences of your nation or nations.

This activity will contribute to your Section 1 Challenge. You will create your own response to “Who I Am – My Identity and My Connections to Nation.” This may be in a print or digital format of your choice. Contact your teacher for suggestions.

Your presentation may be in one of the following formats:

- slide show with a maximum of ten slides with supporting captions or narrative
  - three - to four-minute (maximum) video with supporting captions or narrative
  - three - to four-minute (maximum) podcast
1. Examine your personal identity. You may wish to review the examples listed in “Looking for the Clues” and any notes you have made. Use the following questions to guide your examination. Recording the responses in your notebook or in a Word document may be useful for organizing your assignment.
    - Do you belong to a nation? Review the responses you made in the Pause and Reflect.
    - In your view how important is your connection to nation in shaping your personal identity? (Very Important, Somewhat Important, or Not Very Important)
    - Which expressions of your identity are related to your nation? You may use the indicators from “Do You Belong to a Nation?” to reflect on whether or not these are reflected in your personal identity.
    - Does your personal identity reflect common connections to nation that you share with other people?
  2. Illustrate and/or demonstrate a minimum of five key aspects of your personal identity.
    - Create a statement to begin your print or digital presentation based on your response to the questions: Do you belong to a nation? Which one(s)?
    - Create a statement about the importance of nation to your identity.
    - Identify five aspects of your personal identity related to your nation or nations. Review the indicators from “Do You Belong to a Nation?” to create the five aspects of your personal identity.

- Within each aspect you present, describe how these aspects are based on specific connections to nation for you.

3. Organize your work in the storyboard template.

4. Complete the presentation slide show, video, or podcast according to your storyboard.

### Scoring Criteria: Who I Am – My Identity and My Connections to Nation (15 marks)

	Well-Developed (9)	Competent (6)	Underdeveloped (3)
<b>Illustrations and/or Demonstration of Aspects of Personal Identity</b>	<ul style="list-style-type: none"> <li>• Presents a minimum of five key aspects of personal identity clearly connected to nation.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a minimum of five key aspects of personal identity mostly connected to nation.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents fewer than five key aspects of personal identity with limited connection to nation.</li> </ul>
	<ul style="list-style-type: none"> <li>• Completed assignment is in a print or digital format.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed assignment is in a print or digital format.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed assignment is in a print or digital format.</li> </ul>
	<ul style="list-style-type: none"> <li>• Presentation of the aspects of personal identity is of high quality, detailed, and engaging.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of the aspects of personal identity is of good quality, is of sufficient detail, and is somewhat engaging.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of the aspects of personal identity is of poor quality, insufficient detail, and limited interest.</li> </ul>
	Well-Developed (6)	Competent (4)	Underdeveloped (2)
<b>Description of Which Aspects Are Based on Specific Connections to Nation</b>	<ul style="list-style-type: none"> <li>• Descriptions clearly reflect understandings of the influence of nation on personal identity.</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions reflect some understandings of the influence of nation on personal identity.</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptions reflect few or limited understandings of the influence of nation on personal identity.</li> </ul>
	<ul style="list-style-type: none"> <li>• Overall demonstrates a complex understanding of key ideas about nation as developed in this lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Overall demonstrates a general understanding of key ideas about nation as developed in this lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Overall demonstrates a lack of understanding of key ideas about nation as developed in this lesson.</li> </ul>

**Note:** If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.



**MODULE 1: SECTION 1: LESSON 2****Club Nation****15 marks**

Imagine that Club Nation is an emerging organization of nations focused on responding to the issues and impacts of a globalizing world. Which five nations would you select, from the list of candidates in item 2, to form the Club Nation advisory council to represent the issues of many nations of the world?

In this activity you have the opportunity to decide which groups will fit the criteria of nation. Work with another partner or a small group to collaborate on this assignment. Contact your teacher on how to set up the collaboration.

1. Create five key criteria that would assign the status of nation to a group.
  - a. Review the categories used in “What Is a Nation?” What is a necessary indicator to grant nation status to a group?

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- b. Which criteria will allow for the participation of diverse understandings of nation in the Club Nation advisory council?

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2. Review the following list of candidates that are seeking membership in Club Nation. You may conduct brief Internet research about each group for information to help you decide if it fits your criteria.

- Canada
- Québec
- Catalonia
- Muslims
- Taiwan
- Tibet
- Kosovo
- Georgia
- Kashmir
- Haida First Nation
- Inuit of Canada
- Métis Nation
- Zulu people of Africa
- Bolivia
- Papal States, Vatican City

3. In collaboration with others, negotiate and find consensus on the five selections. Use the multimedia tool provided to select your candidates and apply criteria to either accept or deny membership into Club Nation. Which five nations did you choose?

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4. According to your final decisions, what is a nation? Write your definition.

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**Scoring Criteria: Club Nation (15 marks)**

	<b>Well-Developed (10)</b>	<b>Competent (6)</b>	<b>Underdeveloped (2)</b>
<b>Criteria</b>	<ul style="list-style-type: none"> <li>Each of the five key criteria questions is clearly stated.</li> </ul>	<ul style="list-style-type: none"> <li>Presents five key criteria in the form of questions.</li> </ul>	<ul style="list-style-type: none"> <li>Presents fewer than five key criteria in the form of questions.</li> </ul>
	<ul style="list-style-type: none"> <li>The relationship between the criteria question and the final decision on whether or not the group qualified is logical and supported by an explanation.</li> </ul>	<ul style="list-style-type: none"> <li>Each question is adequate to determine if the group fits the criterion.</li> </ul>	<ul style="list-style-type: none"> <li>No question is relevant to determining if the group fits the criterion.</li> </ul>
	<ul style="list-style-type: none"> <li>Criteria is clearly applied and effective to the selection for Club Nation.</li> </ul>	<ul style="list-style-type: none"> <li>Criteria is somewhat effective in determining the membership necessary for the advisory council to represent the issues of many, if not diverse, nations of the world.</li> </ul>	<ul style="list-style-type: none"> <li>Criteria is not applied to the selection for Club Nation.</li> </ul>
	<b>Well-Developed (5)</b>	<b>Competent (3)</b>	<b>Underdeveloped (1)</b>
<b>Nation Statement</b>	<ul style="list-style-type: none"> <li>The statement defining nation based on the criteria expresses a complex understanding of nation (includes multiple perspectives of nation).</li> </ul>	<ul style="list-style-type: none"> <li>The statement defining nation based on the criteria expresses a general understanding of nation (includes multiple perspectives of nation).</li> </ul>	<ul style="list-style-type: none"> <li>The statement defining nation based on the criteria lacks clarity and understanding of nation.</li> </ul>

**Note:** If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

**MODULE 1: SECTION 1: LESSON 2****Reflections 3****10 marks**

Reflect on the following issue questions. Choose two of the following questions to respond to.

Go to the Appendix in your Student Module Booklet to view the scoring criteria for the Reflections assignment.

1. a. Which candidates for Club Nation did not meet your criteria? Explain.

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- b. Would you amend your criteria to include the candidates you declined? Explain.

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2. There are so many understandings of nation. What challenge does this pose for individuals and groups in trying to define what a nation is?

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3. Nation-state is defined in your textbook as a country that has physical borders and a single government. There are currently 194 nation-states recognized by most countries, including the latest addition—Kosovo. Canada was officially recognized as a nation-state as a result of Confederation in 1867. What importance does the status of belonging to a nation-state have on an individual's identity?

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4. "That this House recognize that the Québécois form a nation within a united Canada."  
— Stephen Harper

Did you recognize Québec as a nation in Club Nation? There are many examples of nations existing within a nation (for example, First Nations in Canada, and Tibet and Taiwan from the perspective of the People's Republic of China). If a nation were recognized as a nation within a nation-state, would this status satisfy or not satisfy the members of the nation? In what ways?

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## MODULE 1: SECTION 1: LESSON 3

### Reflections 4

#### 10 marks

Look at your three choices from the Heritage Canada activity. Rank your choices from more to less patriotic. Write one paragraph in response to the following questions.

Go to the Appendix in your Student Module Booklet to view the scoring criteria for the Reflections assignment.

1. Do these three actions reflect how you would choose to demonstrate your own patriotism? Explain why or why not.

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2. Describe two or more other ways you might demonstrate your patriotism.

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## MODULE 1: SECTION 1: LESSON 3

### Story of a Nation

#### 15 marks

In this assignment the story you write will tell the unique story of a group of people who share the same nation and express their connections through shared expressions.

You may choose how to conduct and record your research. Your collage and story may be submitted in the space provided, or contact your teacher for other submission options.

1. Research the expressions of nationalism of a group of people who share the same nation. They may be actions, stories (oral or written), art, music, traditions, landmarks, and/or symbols.
2. Select and create a collage of expressions (hand-drawn, created in Photoshop, or presented in audio or video) to show how people express their connections to this nation.
3. Story narrative – Tell the story of the nation. The narrative and the expressions of nationalism should respond to the lesson question: How do people express their connections to nation? Use the following questions to guide you in developing your story:
  - Which nation is this story about?
  - Who are the people who form the nation?
  - What is their shared history, ethnic heritage, culture, and language?
  - Which are their shared ideas, values, beliefs, and heroes (spiritual, religious, political)?
  - What are their shared connections to the land? Where and what elements evoke memories of the land?
  - What do they love about their nation? In what ways does the patriotism of this group express their connections to the nation?
4. Synthesize the expressions and your story narrative into the story of a nation. Your story may be presented in a print, digital, or slide show format with audio or captions. For example, you may present the story as a graphic novel, a short story, a photo essay, or a VoiceThread story.
5. Use a storyboard to organize your pages. (Go to the multimedia DVD and open “Storyboard Template” or refer to the Toolkit item “Creating a Storyboard.”)
6. On the next page, provide an illustrated (hand-drawn or created using technology) introductory page with the name of the nation.





























**Scoring Criteria: Story of a Nation (15 marks)**

	<b>Well-Developed (12)</b>	<b>Competent (6)</b>	<b>Underdeveloped (4)</b>
<b>Narrative</b>	<ul style="list-style-type: none"> <li>• Story narrative – Each page addresses clearly an expression of nationalism as a part of the story of the people of the nation.</li> </ul>	<ul style="list-style-type: none"> <li>• Story narrative – Each page addresses adequately an expression of nationalism as a part of the story of the people of the nation.</li> </ul>	<ul style="list-style-type: none"> <li>• Story narrative – Each page lacks efforts to present an expression of nationalism as a part of the story of the people of the nation.</li> </ul>
	<ul style="list-style-type: none"> <li>• The story provides relevant responses to the guiding questions and lesson question.</li> </ul>	<ul style="list-style-type: none"> <li>• The story provides mostly relevant responses to the guiding questions and lesson question.</li> </ul>	<ul style="list-style-type: none"> <li>• The story provides limited responses to the guiding questions and lesson question.</li> </ul>
	<ul style="list-style-type: none"> <li>• The story reflects a well-synthesized understanding of the nation and how members of the nation express their connections to this nation.</li> </ul>	<ul style="list-style-type: none"> <li>• The story reflects an effort to synthesize understanding of the nation and how members of the nation express their connections to this nation.</li> </ul>	<ul style="list-style-type: none"> <li>• The story lacks a synthesized understanding of the nation and how members of the nation express their connections to this nation.</li> </ul>
	<ul style="list-style-type: none"> <li>• Understandings are demonstrated in connecting all of the following criteria to the expressions: <ul style="list-style-type: none"> <li>– shared history, ethnic heritage, culture, and language</li> <li>– shared ideas, values, beliefs, and heroes (spiritual, religious, political)</li> <li>– shared connections to the land</li> <li>– patriotism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understandings are demonstrated in connecting to two of the four following criteria to expressions: <ul style="list-style-type: none"> <li>– shared history, ethnic heritage, culture, and language</li> <li>– shared ideas, values, beliefs, and heroes (spiritual, religious, political)</li> <li>– shared connections to the land</li> <li>– patriotism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understandings are limited to one or none of the following criteria to expressions: <ul style="list-style-type: none"> <li>– shared history, ethnic heritage, culture, and language</li> <li>– shared ideas, values, beliefs, and heroes (spiritual, religious, political)</li> <li>– shared connections to the land</li> <li>– patriotism</li> </ul> </li> </ul>
	<b>Well-Developed (3)</b>	<b>Competent (2)</b>	<b>Underdeveloped (1)</b>
<b>Product</b>	<ul style="list-style-type: none"> <li>• The story contains eight to ten pages.</li> </ul>	<ul style="list-style-type: none"> <li>• The story contains five to seven pages.</li> </ul>	<ul style="list-style-type: none"> <li>• The story contains a limited number of pages.</li> </ul>

	<ul style="list-style-type: none"> <li>• Each individual page is well supported by expressions of nationalism to support the story narrative in response to the guiding questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Each individual page is supported by expressions of nationalism to support the story narrative in response to the guiding questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Each individual page lacks support by expressions of nationalism to support the story narrative in response to the guiding questions.</li> </ul>
	<ul style="list-style-type: none"> <li>• The expressions are presented in a format (image, audio, video, etc.) that is innovative and enhances the story narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• The expressions are presented in a visual format that supports the story narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• The expressions are presented in a format that fails to support or enhance the story narrative.</li> </ul>

**Note:** If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

## MODULE 1: SECTION 1: CHALLENGE

### The Relationship Between Nation, Nationalism, and Identity

#### 25 marks

Your Section 1 Challenge is a demonstration of your responses to the section inquiry: How does my identity express the extent to which I embrace nation and nationalism. Your lesson summary assignments from Lessons 1 and 2 will be marked along with the pie chart and Reflections assigned in this section challenge.

You may wish to organize and prepare your work in your notebook or in a Word document.

1. In your view, what are nation and nationalism? Assemble understandings of nation and nationalism from Section 1 Lesson 2 (Venn diagram of the relationship between nation and nation-state).
2. What is your personal identity? Identify the understandings that form the foundations of your personal identity. Provide a copy of the Lesson 1: My Box of Chocolates assignment.
3. Reflections. Review Lesson 3. Has your understanding of how people express their connections to nation changed? Place your response into your Journal or Blog.
  - a. Reflect on your understandings about connections, expressions, and patriotism. List three examples of how people of a nation may express their sense of belonging.
  - b. Did your understanding about how people express their connections to nation change at the end of this lesson? If so, explain how.
4. To what extent does your identity embrace nation and nationalism? Assess the extent to which nation and nationalism shape your personal identity.
  - a. Review the following lesson assignments:
    - Lesson 1 – My Box of Chocolates
    - Lesson 2 – Venn diagram (Nation and Nation-State)
    - Lesson 3 – Journal/Blog reflection
  - b. Create a statement that answers the following question: Which nation or nations do you embrace? Include your understandings of the kind of nation you embrace: a nation-state, nation of the world, or nation within a nation.



- c. Use information from “Calculating the Influences” to calculate the influence on your personal identity based on your lesson assignments. Assign a percentage (%) of influence over these aspects of your identity: values/beliefs, actions, and attitudes/views. You may consider your pie chart in three segments. Each segment reflects approximately 33%. Would you assign approximately 33%, less than 33%, or more than 33% to each influence?
- Illustrate: How much does your personal identity reflect the nation(s) you embrace?
  - In a print or digital format, create a pie chart to illustrate the percentages in your “Calculating the Influences” table. (Refer to the concept map information in the Toolkit for suggestions and tips on creating your pie chart.)
  - Assign a colour to each influence: nation, nation-state, and non-nationalist.
  - Label each pie segment with the percentage (%) value for each influence.
  - Label your chart. Include your statement from question 4.b.: “Which nation or nations do you embrace?”
  - Include your name and date.
  - Share your pie chart with others or post it to a discussion board or blog. Invite people to view and comment on the extent of your influences in comparison to their own.
5. Reflections. In conclusion, introduce yourself by providing responses to the following. Place your response into your Journal or Blog.

#### Introduce Yourself

- Your statement – Which nation or nations do you embrace? What are some of your understandings of the nation to which you belong?
- Your conclusion – Synthesize your assessment and custom-create this statement by including comparative terms such as to a great degree, to some degree, to a limited degree. Begin with “I am my nation” and then complete the statement with your comparative term.
- Comment on the similarities and differences in the extent to which others have illustrated their own influences.

**Scoring Criteria: The Relationship Between Nation, Nationalism, and Identity (25 marks)**

	<b>Well-Developed (5)</b>	<b>Competent (3)</b>	<b>Underdeveloped (1)</b>
<b>Understandings of Nation and Nationalism: Venn Diagram</b>	<ul style="list-style-type: none"> <li>• Presents a detailed understanding of the relationship between nation and nation-state.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a general understanding of the relationship between nation and nation-state</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a limited understanding of the relationship between nation and nation-state.</li> </ul>
	<ul style="list-style-type: none"> <li>• Presents a detailed understanding of the range of expressions of nationalism.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a general understanding of the range of expressions of nationalism.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a limited understanding of the range of expressions of nationalism.</li> </ul>
	<b>Well-Developed (5)</b>	<b>Competent (3)</b>	<b>Underdeveloped (1)</b>
<b>Understandings of the Relationship Between Nation, Nationalism, and Identity: My Box of Chocolates</b>	<ul style="list-style-type: none"> <li>• Clearly describes four aspects of personal identity in relation to four or more diverse understandings of nation.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes four aspects of personal identity. Generally connects to four or more diverse understandings of nation.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a limited description of four aspects of personal identity in relation to four or more diverse understandings of nation.</li> </ul>
	<b>Well-Developed (5)</b>	<b>Competent (3)</b>	<b>Underdeveloped (1)</b>
<b>Calculating the Influences: Pie Chart</b>	<ul style="list-style-type: none"> <li>• Chart is accurately labelled, reflects table work, and clearly illustrates the amount of nation, nation-state, and non-nationalist influences on personal identity.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart demonstrates efforts to illustrate the amount of nation, nation-state, and non-nationalist influences on personal identity.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart fails to illustrate the amount of nation, nation-state, and non-nationalist influences on personal identity.</li> </ul>
	<b>Well-Developed (5)</b>	<b>Competent (3)</b>	<b>Underdeveloped (1)</b>
<b>Journal/Blog Responses</b>	<ul style="list-style-type: none"> <li>• Response is clear and articulate.</li> </ul>	<ul style="list-style-type: none"> <li>• Response is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Response is limited or unsupported.</li> </ul>
<b>(10 marks total for two entries)</b>	<ul style="list-style-type: none"> <li>• Response sufficiently addresses all aspects of the question.</li> </ul>	<ul style="list-style-type: none"> <li>• Response addresses aspects of the question.</li> </ul>	<ul style="list-style-type: none"> <li>• Response does not address the question.</li> </ul>

Note: If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.



## MODULE 1: SECTION 2: INQUIRY

### Discussion – What Do Canadians Share?

**10 marks**

What actions and attitudes are shared and accepted among members of a nation? Is the knowledge of these actions and attitudes evident? Does it support the existence of a shared collective consciousness? Do members of a nation share an internalized feeling of belonging to the same nation?

Pose the following questions to a minimum of five individuals. Share your responses and those of others. Contact your teacher for arrangements on posting or sharing the responses.

1. Which actions are shared and common among Canadians?

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2. Which attitudes about being part of Canada are shared and common among Canadians?

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3. Which aspects of humour are recognized and understood only by Canadians?

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4. Which unique aspects about being Canadian are recognized as typical by Canadians?

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**Scoring Criteria: Discussion (10 marks)**

	<b>Well-Developed (5)</b>	<b>Competent (3)</b>	<b>Underdeveloped (1)</b>
<b>Exploration of the Issue</b>	Provides a thoughtful exploration of the issue.	Provides some exploration of the issue.	Provides almost no exploration of the issue.
	<b>Well-Developed (5)</b>	<b>Competent (3)</b>	<b>Underdeveloped (1)</b>
<b>Quality of the Discussion</b>	Sustains discussion with insightful sharing, reflecting, and respectful acknowledgement of other views.	Shares own views and acknowledges the views of others.	Provides limited or none of own views nor acknowledgement of the views of others.

**Note:** If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.













**Scoring Criteria: France After 1789 (10 marks)**

	<b>Well-Developed (5)</b>	<b>Competent (3)</b>	<b>Underdeveloped (1)</b>
<b>Statements About France as a Nation</b>	<ul style="list-style-type: none"> <li>Presents five relevant and well-expressed statements about France.</li> </ul>	<ul style="list-style-type: none"> <li>Presents five statements about France.</li> </ul>	<ul style="list-style-type: none"> <li>Presents less than five statements about France or statements with limited relevance to the assignment.</li> </ul>
	<ul style="list-style-type: none"> <li>Supports each statement well with researched evidence from background on the French Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>Supports each statement with researched evidence from background on the French Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>Supports each statement with limited evidence from background on the French Revolution or lacks evidence.</li> </ul>
	<b>Well-Developed (5)</b>	<b>Competent (3)</b>	<b>Underdeveloped (1)</b>
<b>Classification of Statements</b>	<ul style="list-style-type: none"> <li>All statements are colour-coded.</li> </ul>	<ul style="list-style-type: none"> <li>Most statements are colour-coded.</li> </ul>	<ul style="list-style-type: none"> <li>Few statements are colour-coded or coding is missing.</li> </ul>
	<ul style="list-style-type: none"> <li>Each statement reflects an informed understanding of which factors underlie the statement (historical, geographic, political, economic, and social factors).</li> </ul>	<ul style="list-style-type: none"> <li>Each statement reflects some understanding of which factors underlie the statement (historical, geographic, political, economic, and social factors).</li> </ul>	<ul style="list-style-type: none"> <li>Each statement reflects a limited understanding of which factors underlie the statement (historical, geographic, political, economic, and social factors) or statement is missing.</li> </ul>

**Note:** If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.







## MODULE 1: SECTION 2: LESSON 5

### France's National Memory

#### 15 marks

As you read in your textbook, you discovered that historical events, experiences, and symbols can define a national identity.

1. Analyze an aspect of France's national memory. Research one example of the art, myths, heroes, or symbols with origins in the French Revolution and Napoleonic era. Include your research notes in the Assignment Booklet.

Select one of the following topics or contact your teacher for additional suggestions:

- Tricolore and national flag
- "La Marseillaise"
- The Motto
- Marianne
- Liberty
- Bastille
- Versailles
- Tuileries
- Napoleon's Tomb at Hôtel des Invalides
- the Legion of Honor









b. What do they mean now to the people of twenty-first-century France?

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c. Is this evidence that there is an internalized feeling and a shared collective consciousness of what France is for the French people?

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3. Contribute your research and responses to a forum on the lesson inquiry question: Is nationalism a shared internalized feeling?

You may contribute face to face or through communication technologies with other students or your teacher. Contact your teacher for details to set up the contribution. Your teacher may revise aspects of this assignment to adapt to your learning situation.

**Scoring Criteria: France’s National Memory (15 marks)**

	Well-Developed (12)	Competent (8)	Underdeveloped (4)
<b>Research</b>	<ul style="list-style-type: none"> <li>Research is detailed and relevant to responding to the research questions.</li> </ul>	<ul style="list-style-type: none"> <li>Research generally responds to the research questions.</li> </ul>	<ul style="list-style-type: none"> <li>Research does not respond to the research questions.</li> </ul>
	<ul style="list-style-type: none"> <li>Background provided is directly relevant to forming an informed conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Some of the background provided is relevant to forming an informed conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Background provided is not relevant to forming an informed conclusion.</li> </ul>

	Well-Developed (3)	Competent (2)	Underdeveloped (1)
Conclusion	<ul style="list-style-type: none"> <li>Conclusion is logical, informed, and relevant to the question: Is this evidence that there is an internalized feeling and a shared collective consciousness of what France is for the French people?</li> </ul>	<ul style="list-style-type: none"> <li>Conclusion provides a response to the question that is limited in support: Is this evidence that there is an internalized feeling and a shared collective consciousness of what France is for the French people?</li> </ul>	<ul style="list-style-type: none"> <li>Conclusion lacks logic and relevance to the question: Is this evidence that there is an internalized feeling and a shared collective consciousness of what France is for the French people?</li> </ul>

**Note:** If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

## MODULE 1: SECTION 2: CHALLENGE

### Dialogue on National Memories in Second Life

#### 20 marks

As a youth reporter in Second Life, you will attend the conference and prepare a report on one of the sessions in which members of nations shared their memories on the following: who we are as a nation, our history, our connections to our nation, and our sense of identity.

There are different ways in which you can report from the Second Life conference. Script or produce your report in one of these suggested ways or contact your teacher for additional suggestions:

- the audio for your youth reporter avatar reporting live from Second Life
- a video broadcast, podcast, or text article to be posted on the Second Life Press Centre website

Your report should be a maximum of five hundred words in text or two minutes of scripted dialogue in audio or video.

You may choose how to conduct and record your research. Your assignment may be submitted in the space provided, or contact your teacher for other submission options.

Script your report in the storyboard template included at the end of the Section 2 Challenge assignment or use the “Dialogue on Memories in Second Life” template included on the multimedia DVD.

UNESCO role: “There is an urgency of developing a sense of respect for the Other that will provide a basis for mutual understanding, friendship and learning.”

© UNESCO 2009, [http://portal.unesco.org/en/ev.php-URL\\_ID=37084&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=37084&URL_DO=DO_TOPIC&URL_SECTION=201.html)

The Second Life Conference – Dialogue on National Memories. This is a project proposed by UNESCO inviting nations to share their national memories in Second Life. This conference is intended to

strengthen understandings among nations (the Other) and to develop appreciation and respect for the diversity of nations.

As a youth reporter in Second Life, you will attend the conference and prepare a report on one of the sessions in which members of nations shared their memories on the following: who we are as a nation, our history, our connections to our nation, and our sense of identity.

1. Select a participating nation to research from the list. (Note that these are suggestions only and you may choose another nation. Contact your teacher for additional suggestions.) Research background information on the underlying historical, political, social, economic, and geographic factors that influence the sense of nationalism held by this nation.
  - Canada
  - Québécois representative from Canada
  - United States
  - a First Nation from Canada
  - a Métis nation from Canada
  - Inuit representatives from Canada
  - Tamils from Sri Lanka
  - Tibet
  - Northern Ireland







4. Use information from your research to develop your session report. Report back on the session you attended by creating a broadcast or a news article.

Describe the national memory featured in the session. What did the members of the nation share about their nation, nationalism, and identity? Include the following in your report.

- Identify the name of the nation.
  - Include your name, your course name, and the date on your report.
  - Use an outline or storyboard to organize your report.
  - Tell the story about how this nation grew to share an internalized feeling of who the people are.
  - In the report, make reference to the factors (for example, historical, geographic, political, economic, and social) as you describe the shared collective consciousness of the people.
  - Use the names the members of the nation use to talk about themselves and to identify their sense of belonging to this nation.
5. Share the story with others. Contact your teacher for details on how you will share and explore the different stories.
6. Review your lesson assignments:
- Lesson 3 – France After 1789
  - Lesson 5 – France’s National Memory
7. Write a reflection. Compare the factors and the influences of your selected nation to that of the nationalism that emerged from the revolutionary and Napoleonic eras in France.
- a. What role do factors of history, society, economics, politics, and geography play in the development of nationalism?

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b. Does nationalism develop the same for each nation? Identify two similarities and two differences between France and your selected nation.

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**Scoring Criteria: Dialogue on National Memories in Second Life (20 marks)**

	<b>Well-Developed (5)</b>	<b>Competent (3)</b>	<b>Underdeveloped (1)</b>
<b>Research on Selected Nation</b>	<ul style="list-style-type: none"> <li>• Research is relevant, logical, and accurate with sufficient detail to identify the nation’s underlying factors.</li> </ul>	<ul style="list-style-type: none"> <li>• Research is evident with some detail to identify the nation’s underlying factors.</li> </ul>	<ul style="list-style-type: none"> <li>• Research is lacking and/or not relevant to the assignment.</li> </ul>
	<b>Well-Developed (5)</b>	<b>Competent (3)</b>	<b>Underdeveloped (1)</b>
<b>Understanding of the National Memory</b>	<ul style="list-style-type: none"> <li>• Report is relevant and logical and demonstrates a reasoned understanding of how nationalism develops as an identity, a shared collective consciousness, and/or internalized feeling.</li> </ul>	<ul style="list-style-type: none"> <li>• Report demonstrates some understanding of how nationalism develops as an identity, a shared collective consciousness, and/or internalized feeling.</li> </ul>	<ul style="list-style-type: none"> <li>• Report lacks understanding of how nationalism develops as an identity, a shared collective consciousness, and/or internalized feeling.</li> </ul>



	Well-Developed (5)	Competent (3)	Underdeveloped (1)
<b>The Report</b>	<ul style="list-style-type: none"> <li>Report reflects an informed background on how the nation's nationalism developed.</li> </ul>	<ul style="list-style-type: none"> <li>Report reflects some background on how the nation's nationalism developed.</li> </ul>	<ul style="list-style-type: none"> <li>Report reflects a limited background on how the nation's nationalism developed.</li> </ul>
	<ul style="list-style-type: none"> <li>Report describes well the nation's sense of identity, internalized feelings among the members, and the shared collective consciousness of who they are as a nation.</li> </ul>	<ul style="list-style-type: none"> <li>Report describes some aspects of the nation's sense of identity, internalized feelings among the members, and the shared collective consciousness of who they are as a nation.</li> </ul>	<ul style="list-style-type: none"> <li>Report describes little or none of the nation's sense of identity, internalized feelings among the members, and the shared collective consciousness of who they are as a nation.</li> </ul>
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
<b>Reflection</b>	<ul style="list-style-type: none"> <li>Response is clear and articulate.</li> </ul>	<ul style="list-style-type: none"> <li>Response is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Response is limited or unsupported.</li> </ul>
	<ul style="list-style-type: none"> <li>Response sufficiently addresses all aspects of the question.</li> </ul>	<ul style="list-style-type: none"> <li>Response addresses aspects of the question.</li> </ul>	<ul style="list-style-type: none"> <li>Response does not address the question.</li> </ul>
	<ul style="list-style-type: none"> <li>Response provides a complex understanding of ideas, relationships, and information from multiple sources and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Response provides a general understanding of ideas, relationships, and information from multiple sources and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Response provides a limited understanding of ideas, relationships, and information from multiple sources and perspectives.</li> </ul>

**Note:** If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

### Storyboard Template

You may use this storyboard template to script your report. You may choose to develop one of the following formats:

- the audio for your youth reporter avatar reporting live from Second Life
- a video broadcast, podcast, or text article to be posted on the Second Life Press Centre website

Your report should be a maximum of five hundred words in text or be two minutes of scripted dialogue

in audio or video.	
Scene # ____	Action
	Dialogue
Scene # ____	Action
	Dialogue
Scene # ____	Action
	Dialogue



Scene # _____	Action
	Dialogue

## MODULE 1: SECTION 3: INQUIRY

### Reflections 10

10 marks

Reflect on the issue questions.

Go to the Appendix in your Student Module Booklet to view the scoring criteria for the Reflections assignment.

1. What is your view on supporting Canadian involvement and troops in Afghanistan?

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2. What are your loyalties?

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3. In taking your position, which loyalties did you support?

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**MODULE 1: SECTION 3: LESSON 1****What Are Your Loyalties?****10 marks**

1. Survey your own loyalties. Complete your own section in the “Exploring Loyalties” chart.

<b>Basis of Loyalty</b>	<b>My Loyalties</b>
<b>Geographic or Regional</b>	
<b>Ethnic or Racial</b>	
<b>Cultural</b>	
<b>Linguistic</b>	
<b>Religious or Spiritual</b>	
<b>Social or Class</b>	
<b>Economic</b>	
<b>Political or Ideological</b>	
<b>Civic</b>	
<b>Patriotic</b>	

2. Construct your loyalty identity. This may be a text or visual representation of your identity. The representation should be supported with descriptors that respond to the following questions:

a. Which five nationalist loyalties do you hold to the nation to which you belong?

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b. Which five non-nationalist loyalties do you have?

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3. Reflect on the issue of contending loyalties on unity (the understanding that individuals are united in shared values, beliefs, and loyalties) in Canada.

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4. Read the following pages from your textbook, *Exploring Nationalism*.

- Read “National Loyalties in a Multicultural Society” on page 72. Examine the views of George Jonas and John Ibbitson on the loyalties of newcomers to Canada.
- Read “Reasonable Accommodation and Nationalist Loyalties” on page 74. Examine the diverse views on the impact of multiculturalism on nationalist loyalties to Canada.

5. Evaluate your loyalties in relation to the issue of Canadian unity. Are you nationalist, non-nationalist, or both in Canada? Explain.

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6. What are your loyalties in relation to nation, nationalism, and identity?

a. Share your loyalty identity. This may be shared in the form of a blog, discussion forum, or face to face. Contact your teacher for details.

b. State if you are nationalist, non-nationalist, or both in relation to the issue of unity in Canada.

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c. Describe three of your strongest loyalties.

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d. State your conclusion about your loyalties to Canada.

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e. Explore what others have expressed about their loyalties. Contact your teacher for information.



**Scoring Criteria: What Are Your Loyalties? (10 marks)**

	<b>Well-Developed (5)</b>	<b>Competent (3)</b>	<b>Underdeveloped (1)</b>
<b>Loyalty Identity</b>	<ul style="list-style-type: none"> <li>The loyalty identity is well presented in text or as a visual.</li> </ul>	<ul style="list-style-type: none"> <li>The loyalty identity is presented in text or as a visual.</li> </ul>	<ul style="list-style-type: none"> <li>The loyalty identity may be absent.</li> </ul>
	<ul style="list-style-type: none"> <li>Support is evident, detailed, and relevant with descriptors that describe the nationalist and non-nationalist loyalties.</li> </ul>	<ul style="list-style-type: none"> <li>Some support is evident with some descriptors that describe the nationalist and non-nationalist loyalties.</li> </ul>	<ul style="list-style-type: none"> <li>Support is lacking, limited, or irrelevant to identifying the nationalist and non-nationalist loyalties.</li> </ul>
	<b>Well-Developed (5)</b>	<b>Competent (3)</b>	<b>Underdeveloped (1)</b>
<b>Identification of Loyalties and Identity</b>	<ul style="list-style-type: none"> <li>Three of the strongest loyalties are stated.</li> </ul>	<ul style="list-style-type: none"> <li>Three loyalties are stated.</li> </ul>	<ul style="list-style-type: none"> <li>Lacks stated loyalties or provides less than three loyalties.</li> </ul>
	<ul style="list-style-type: none"> <li>Stated conclusion about whether or not you are nationalist, non-nationalist, or both is evident and supported.</li> </ul>	<ul style="list-style-type: none"> <li>Stated conclusion about whether or not you are nationalist, non-nationalist, or both is not supported.</li> </ul>	<ul style="list-style-type: none"> <li>Lacks a stated conclusion about whether or not you are nationalist, non-nationalist, or both.</li> </ul>
	<ul style="list-style-type: none"> <li>A conclusion about your loyalties to Canada is evident and relevant.</li> </ul>	<ul style="list-style-type: none"> <li>A conclusion about your loyalties to Canada is evident but may not connect to the three strongest loyalties stated.</li> </ul>	<ul style="list-style-type: none"> <li>A conclusion is lacking or is not relevant to your stated loyalties.</li> </ul>

**Note:** If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.



**MODULE 1: SECTION 3: LESSON 2****Reflections 12****10 marks**

Reflect on one or two of your own career or life goals.

Go to the Appendix in your Student Module Booklet to view the scoring criteria for the Reflections assignment.

1. Does your career or life goal align with the people, the community, and the nation to which you hold loyalties?

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2. Whose lives, values, or loyalties would this goal impact?

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3. Who are you loyal to?

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4. Like Melissa Fung, would this goal place you in a position where you face the challenge of choosing one loyalty over another?

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5. Melissa Fung faced the push and pull of her different loyalties when she pursued her career goal. Reflect on what you and your friends experience when it comes to the question of “Who are you loyal to?” Do you think most people feel a push and pull with their own loyalties?
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## MODULE 1: SECTION 3: LESSON 2

### Discussion – When Is It Necessary to Reconcile Your Contending Loyalties?

#### 10 marks

Contact your teacher for details about this Discussion assignment. The discussion should be conducted with one other person. Stay focused. Limit your discussion to a maximum of fifteen minutes.

1. Discuss the criteria that would determine when it might be necessary to reconcile your contending loyalties. Informally, assign a “yes” or “no” to each one.
  - in times when you make a personal choice of one loyalty over the other
  - in times of conflict
  - for the good of all
  - to ensure the rights and interests of the people of the nation are advanced
  - to ensure the voices and rights of other groups are respected
  - to ensure all parties are treated in a respectful manner
2. Apply your criteria to the following situation:
  - You have personally committed to selling five cases of bottled water with the team logo on it as a sports-team fundraiser.
  - Your best friend is leading a school-wide campaign to ban the sale and use of water bottles.
3. Should you reconcile the contending loyalties between the both of you?
4. Discuss and identify other situations where reconciling contending loyalties is necessary.
5. Which are the three most critical situations that require reconciliation of contending loyalties? Rank the situations in which you support the reconciliation of contending loyalties.

**Scoring Criteria: Discussion (10 marks)**

	<b>Well-Developed (5)</b>	<b>Competent (3)</b>	<b>Underdeveloped (1)</b>
<b>Participation</b>	Participation contributes three or more clear and relevant statements in response to the discussion question and sustains exploration of the discussion question.	Participation contributes to one or two statements in response to the discussion question and supports exploration of the discussion question at times.	Participation is limited and contributes little to the discussion and exploration of the discussion question.
	<b>Well-Developed (5)</b>	<b>Competent (3)</b>	<b>Underdeveloped (1)</b>
<b>Quality of the Discussion</b>	Discussion reflects the sharing of relevant ideas and a synthesis of prior and new knowledge, and it is respectful in the acknowledgement of other views.	Discussion reflects the sharing of ideas and some synthesis of prior and new knowledge, and it is sometimes respectful in the acknowledgement of other views.	Discussion lacks the sharing of relevant ideas and synthesis of prior and new knowledge, and/or respect for other views.

**Note:** If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

**MODULE 1: SECTION 3: CHALLENGE****National Summit on Unity****15 marks**

Create a presentation for the National Summit on Unity. Contact your teacher for details about preparing and submitting your assignment. Work through the following steps:

1. (Optional) Explore divided loyalties at a national level.

To gain a historical perspective on divided loyalties in Canada, you may view selections from the CBC television series *Canada: A People's History*, Episode 17: "In an Uncertain World." Contact your teacher for access or alternative programming.

2. Prepare for a national summit on unity.

You are participating in a national summit on Canada and contending loyalties. The goal of the summit is to arrive at consensus on whether unity, peace, and identity of the nation require that contending loyalties should be reconciled and if necessary, how.

3. Develop strategies for consensus building. You will apply these strategies to your participation in the summit.
4. Review your Lesson 2 discussion assignment, "When Is It Necessary to Reconcile Your Contending Loyalties?"

- When is it necessary to reconcile your contending loyalties? Review your three most critical situations that require reconciliation of contending loyalties.
- How have individuals reconciled contending loyalties? Review your suggested strategies that would be the most effective in managing the contending loyalties.

5. Choose a delegate role.

This is a collaborative activity. Depending on your learning situation, you may collaborate face to face or through communication technologies with other students or your teacher. Contact your teacher for details to set up the collaboration. Your teacher may revise aspects of this assignment to adapt to your collaboration arrangements.

You will assume the role of a summit delegate. Based on the group you researched in Lesson 2, you will now present the contending loyalties from the perspective of the selected group and the impact on the unity of the nation.

6. Review your briefing on the group for the summit.

- the list of the loyalties (nationalist and non-nationalist) the group holds
- the two issues related to contending nationalist and non-nationalist loyalties for the group

7. Conduct the summit.

This is a presentation activity. Depending on your learning situation, you may present face to face or through communication technologies with other students or your teacher. Contact your teacher for details to set up the presentation. Your teacher may revise aspects of this assignment to adapt to your presentation arrangements. Consider publishing, blogging, or video conferencing your proposal.

Each group will present its proposed resolutions for accommodating contending loyalties for discussion and negotiation. Your goal is to try to reach consensus on whether or not the unity of the nation requires the contending loyalties to be reconciled and if necessary, how.

- Present a statement about the importance of unity, peace, and identity of the nation from the perspective of the selected group.
- Present the issues (maximum of two) the group has in relation to loyalties.
- Present the group's position on reconciliation.
- Develop and present a resolution for consideration regarding how to manage contending loyalties in Canada. This resolution may address reconciliation or offer alternatives to the issue of contending loyalties in Canada.



**Scoring Criteria: National Summit on Unity (15 marks)**

	<b>Well-Developed (5)</b>	<b>Competent (3)</b>	<b>Underdeveloped (1)</b>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>The presentation is detailed and clearly describes the nationalist and non-nationalist loyalties of the group.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation describes the nationalist and non-nationalist loyalties of the group.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation is limited in the description of the nationalist and non-nationalist loyalties of the group.</li> </ul>
	<ul style="list-style-type: none"> <li>The presentation clearly describes the relevant issues of contending loyalties for the group.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation contains at least one relevant issue of contending loyalties for the group.</li> </ul>	<ul style="list-style-type: none"> <li>The presentation lacks the identification of a relevant issue of contending loyalties for the group.</li> </ul>
	<b>Well-Developed (5)</b>	<b>Competent (3)</b>	<b>Underdeveloped (1)</b>
<b>Strategies for Reconciliation</b>	<ul style="list-style-type: none"> <li>Strategies to arrive at reconciliation are logical and appreciative of multiple perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies to arrive at reconciliation are relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies to arrive at reconciliation are limited and not relevant to the loyalty issues the group faces.</li> </ul>
	<b>Well-Developed (5)</b>	<b>Competent (3)</b>	<b>Underdeveloped (1)</b>
<b>Resolution</b>	<ul style="list-style-type: none"> <li>The resolution clearly states the position on the issue of reconciliation.</li> </ul>	<ul style="list-style-type: none"> <li>The resolution states the position on the issue of reconciliation.</li> </ul>	<ul style="list-style-type: none"> <li>The resolution lacks a statement of the position on the issue of reconciliation.</li> </ul>
	<ul style="list-style-type: none"> <li>The resolution is logical and relevant.</li> </ul>	<ul style="list-style-type: none"> <li>A resolution is presented.</li> </ul>	<ul style="list-style-type: none"> <li>The resolution lacks relevance to the issue.</li> </ul>

**Note:** If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

## MODULE 1: CHALLENGE TO TAKE ACTION

### Taking Action to Create Awareness of the Promotion of a Nation's Identity Through Nationalism in the Community

#### 10 marks

Review the three options and select the one that most challenges and interests you. Inform your teacher of your choice and discuss options for submitting your newly gained information, your participation/experience, or your plan of action.

**Informing Yourself** – Research further to inform yourself about how individuals and groups in your community promote their identity through nationalism.

Develop an awareness of how individuals and groups in your community promote their identity through nationalism.

1. Conduct research to identify the associations and organizations that work to promote their identity through nationalism. You may choose to conduct this through the Internet, through the local community phone directory, or by exploring the Canadian Heritage website. The Edmonton Public Library website features a hyperlinked list of cultural associations.
2. Select one association or organization to follow up.
3. In your notebook list the name of the association or organization, the objectives, and the activities of this association or organization.
4. Inform others of three ways in which the identity of a nation is promoted. You may wish to send a copy of your list by e-mail, post it in a blog, or provide a hyperlink or contact list.

**Engaging Yourself** – Engage yourself in the actions of individuals and groups who promote their identity through nationalism in your community.

Participate in an activity that promotes the nationalism of a nation. Promotions of national identity may be in many forms. There may be political or social actions. Many groups promote their national identities through cultural activities.

1. Select one of the following activities. (**Note:** You may have an activity already in mind or your teacher may provide additional ideas. Some of these programs are seasonal or linked to specific dates.)
  - Your community newspaper may feature events hosted by community members who celebrate their connections to nations outside of Canada.
  - The Royal Alberta Museum features many one-time exhibits that focus on historical, cultural, and social expressions from diverse nations.
  - National Aboriginal Day in June invites Canadians to participate in activities that celebrate the diverse cultural heritages of First Nations, Métis, and Inuit peoples.



- Chante fest is a francophone music festival hosted annually in October and invites everyone to discover or celebrate Franco-Albertan identity through music.
  - Celebrate Canada is a poster contest that invites students to design a theme-based poster that illustrates the student's patriotic ties to Canada. (Information is available at the Canadian Heritage website.)
  - Mathieu Da Costa Challenge is an annual competition that invites young people in Canada to submit an original piece of creative writing or artwork that expresses the person's understandings and thoughts about Canadian values and diversity.
  - Some groups host days of action in which they invite people to support their campaigns to raise awareness to the issues affecting their nation.
2. Share details about your participation with others. Contact your teacher for details about how you can share your experience.
- What type of activity did you participate in?
  - With which nation or group?
  - What did you actually do?
  - What did you enjoy, learn, or were surprised by?

**Taking Action** – Initiate an action that promotes the voices of individuals and groups who promote their identity through nationalism in your community.

Take action to negotiate reconciliation of contending loyalties at the school level.

1. Identify a loyalty issue that challenges the unity of the students in the school; for example, the claim of an area of the cafeteria, or elsewhere in the school, solely for one group within the school.
2. Create a plan of action to resolve the issue; for example, how can you open up the cafeteria to all students as an inviting place for everyone to interact with each other?
  - List the steps you will take to take action to inform your classmates of your goal and the details.
  - Identify whom you will need to involve in this action. (Include acquiring permission from the school.)
  - List three things you hope to see happen once the plan is in place.
  - Submit your plan.

**Scoring Criteria: Challenge to Take Action (10 marks)**

	<b>Exemplary Action (5)</b>	<b>Sufficient Action (3)</b>	<b>Limited Action (1)</b>
<b>Exploration</b>	<ul style="list-style-type: none"> <li>Provides innovative action (to inform, engage, or take action) in the issues related to the relationship between nation, nationalism, and identity.</li> </ul>	<ul style="list-style-type: none"> <li>Provides visible action (to inform, engage, or take action) in the issues related to the relationship between nation, nationalism, and identity.</li> </ul>	<ul style="list-style-type: none"> <li>Provides limited or no action (to inform, engage, or take action) in the issues related to the relationship between nation, nationalism, and identity.</li> </ul>
	<ul style="list-style-type: none"> <li>Displays all of the following understandings:                             <ul style="list-style-type: none"> <li>– A sense of nation is shaped by specific factors.</li> <li>– Shared collective consciousness and internalized feeling of belonging to a nation may develop over time.</li> <li>– The development of nationalism has similarities and differences for different nations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Displays two of the following understandings:                             <ul style="list-style-type: none"> <li>– A sense of nation is shaped by specific factors.</li> <li>– Shared collective consciousness and internalized feeling of belonging to a nation may develop over time.</li> <li>– The development of nationalism has similarities and differences for different nations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Displays one or none of the following understandings:                             <ul style="list-style-type: none"> <li>– A sense of nation is shaped by specific factors.</li> <li>– Shared collective consciousness and internalized feeling of belonging to a nation may develop over time.</li> <li>– The development of nationalism has similarities and differences for different nations.</li> </ul> </li> </ul>
	<b>Exemplary Action (5)</b>	<b>Sufficient Action (3)</b>	<b>Limited Action (1)</b>
<b>Participation</b>	<ul style="list-style-type: none"> <li>Demonstrates a motivated interest in the issues related to nation, nationalism, and identity.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some interest in the issues related to nation, nationalism, and identity.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited or no interest in the issues related to nation, nationalism, and identity.</li> </ul>

**Note:** If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.